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AUTHOR Keller, Eric; Warner, Sylvia Taba
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ABSTRACT

A "gambit" is any of the hundreds of brief, idiomatic rejoinders, rhetorical phrases, or comments that are essential to fluent conversation. This textbook fosters familiarity with such phrases in English by encouraging their use in the carrying out of a series of provocative class exercises, including a handwriting analysis and a "love test." Types of phrases covered include responses of agreement and disagreement, indecision and ignorance, acceptance and rejection, disbelief and consensus, sympathy and lack of sympathy, hesitation, encouragement, complimenting, and closing phrases. An index by key words is appended. (JB)

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GAMBITS 3

CONVERSATIONAL TOOLS

by Eric Keller, Ph.D.
and Sylvia Taba Warner, M.A.

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RESPONDERS, CLOSERS and INVENTORY

THE THIRD OF THREE MODULES

This series forms part of *Contact Canada,*
a course for teaching English to adult Francophones
in the Public Service of Canada.

A VTR demonstrating the methodology of these modules,
and advice on how to use them most effectively,
is available from the English Program Development and
Consultation Unit.

Cover: Gambits *are starting manoeuvres, whether in chess or in conversation. The word* gambit *derives from Italian* gambetto, *"the act of tripping someone" (> Italian* gamba *"leg"). Today, the most important thing about gambits is no longer the use of trickery, but the advantage they give to their user in the game he's playing.*

Public Service Commission of Canada
Language Training Branch, English Program
Program Development and Consultation Unit
15 Bisson Street
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Editor: Howard B. Woods
Editorial team: Jim Fox, Heidemarie MacLean,
Michael Sutton, Cornelius vor Baeyer
Assistant: Anne Greenwood
Inventory by Christine Deeble
Cover and layout by Edith Pahlke
Drawings by Aili Kuris

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1. Responders

Have you ever played ball alone? Boring, isn't it? It is the interaction between players that is enjoyable. Likewise in conversation. It is the interaction between speakers that is interesting.

The response you get from others usually influences what you say next. For example, if you say that government spending should be cut in half, someone can agree with you (*Right on!*, or *You can say that again*). Then the two of you can happily discuss what cuts you would make. On the other hand, if the person disagrees (*What!*, or *That's not the way I see it*) you will probably end up having to defend your statement.

You can see from this example that these short response gambits can be very powerful. They give the speaker a fair amount of control over the conversation even if he does not have a full command of English grammar and vocabulary.

There are various kinds of responders. You can indicate not only whether or not you agree with the speaker, as in the above example, but also, for instance, that you are surprised at what has just been said (*Is that right?*), or that you really don't know much about the subject (*I don't know*).

One of the most useful responders, perhaps, is the incomprehension responder. Especially if your native language is not English, you will find many uses for such gambits as, *Sorry, I didn't follow you*, or *I didn't quite get that*. You will find that most people are quite willing to repeat what they've just said or to state it a bit differently. The purpose of saying something, after all, is to be understood.

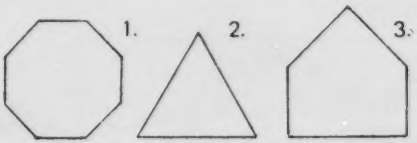
A. AGREEMENT AND DISAGREEMENT RESPONDERS

CORRECTING SOMEONE

Levels 1-4, speaking, class, 10 minutes

There are more ways than one to indicate that something is correct or incorrect when dealing with concrete, factual information. Here we have a whole series of gambits which we use to indicate whether an answer is correct or incorrect. Take turns saying what each of the signs and abbreviations below means. The person to the right of you will indicate to you whether you're right or wrong.

TRAFFIC SIGNS



MATHEMATICAL SIGNS

4. $\sqrt{\ }$ 5. $\pm$ 6. $>$ 7. $\div$ 8. $\neq$ 9. $\sim$

ABBREVIATIONS

10. cm 11. °C 12. etc. 13. P.S. 14. U.N.
15. M.P. 16. B.S. 17. p.m. 18. B.C. 19. RN
20. Ph.D. 21. TB 22. TV 23. R.S.V.P. 24. IQ
25. M.D. 26. IOU 27. M.A. 28. POW 29. EST
30. C.O.D. 31. AC 32. hp 33. rpm 34. RCMP

(Answers, page 58)

Note: Variation in the use of periods and capitalization in abbreviations is frequent and widespread (as p.m., P.M., *or* PM*)*

CORRECT:

That's right

Right

Okay

Correct

Yes

Exactly

INCORRECT:

No, I'm afraid not

Not quite

You're close

IGNORANCE RESPONDERS:

I don't know

I'm not sure

AGREEMENT:

I'll say

That's for sure

You can say that again

DISAGREEMENT:

Are you kidding?

That's ridiculous

Aw, come on!

What do you mean ...?

What!

TALKING ABOUT OTHER PEOPLE

Levels 2-4, class and small groups, speaking and writing

When people label someone as being a certain type of person, sometimes you agree, sometimes you don't. On the next page you will find a number of ways of categorizing people.

Go over the list with your instructor, and first try to guess at the meaning of any expressions you don't know, e.g. "Is a sugar daddy someone who likes sugar?"

After you have gone over the meaning of the gambits and their applicability, practise using them in small groups. Student A, talking to student B, invents something nice or nasty about someone in the class. (Pretend that person is not present.) Student B agrees or disagrees, using the gambits to the left and continuing with a reason.

Example

Student A: "I think George is a real nut case."
Student B: "*I'll say*, I saw him walking down the street talking to himself.

(Note: Disagreement gambits should be used with care since they are all potentially offensive. Many of the classifiers used in this activity are also insulting; however, when used between friends, these insults can even indicate friendship.)

CLASSIFYING PEOPLE

HABITS

a chain smoker
a nail biter
a gum chewer
a blabbermouth
a foot-tapper
a doodler
a meddler

DRIVING STYLE

a reckless driver
a cautious driver
a backseat driver
a defensive driver
a tailgater
a Sunday driver
a lane hopper
a fender bender

SLEEPING HABITS

an early bird
a late riser
a light sleeper
a night owl
a sleep walker

ATTITUDES

a women's libber
a male chauvinist
a bleeding heart
a wet blanket
a soft-touch
a red neck
a nut case
a weirdo

SEX RELATIONSHIPS

a clinging vine
a super stud
a dirty old man
the jealous type
an old maid
a sugar daddy
a floozy
a ladies' man
a groupie

WORKING STYLE

a hard worker
a born leader
a slave driver
a wheeler-dealer
a clock-watcher
an apple polisher
a mad scientist
a jack-of-all trades
a workhorse
a goof-off
a perfectionist
a fuss-budget

HOBBIES

a sports buff
a hockey fan
an art freak
a do-it-yourselfer
a shutter bug (a camera fan)
a film buff
a gourmet cook
a health food nut
a book worm

ANIMAL ANALOGIES

a turkey
a rat
a worm
a pig
a chicken
a chick
a dove
a hawk
a shrimp
a shark
a jackass
a fox
a weasel
a chameleon

If necessary, consult the definitions in the *Dictionary of American Slang* (2nd. ed.), by Wentworth & Flexner. New York: T.Y. Crowell, 1975.

CROWD REACTIONS

Levels 3-4, class, speaking, 15 minutes

As someone talks, we usually like to show whether we agree or disagree, especially when the topic is controversial.

For this exercise, the class remains in one large, rabble-rousing group. The students write down complaints and rallying calls about one of the topics below. After this is completed, a volunteer stands up 'at the meeting' and, with as much force as possible, makes a complaint backed up by further rallying calls. Everyone else reacts with agreement or disagreement responders.

CONTROVERSIAL TOPICS

1. *School cafeteria food*
2. *School facilities*
3. *Testing procedures*
4. *Parking regulations*
5. *Abolishing TV commercials*
6. *Triple pay for overtime*
7. *Hockey is the roller-derby on ice*
8. *A woman's place is in the kitchen*
9. *Canadian immigration policy is unfair*
10. *The little man pays all the taxes*
11. *Any other controversial topic*

AGREEMENT:

That's for sure

You said it

Right on!

Hear! Hear!

You're darn right

DISAGREEMENT:

Not true

No way!

Come on

Don't give us that

Get serious

Down with . . .

GETTING TO KNOW SOMEONE

Levels 2-4, class, speaking, 15 minutes

When getting to know another person, we tend to seek out points we have in common with that person. In such a situation, the responders of this section are very useful.

To practise these responders, try to think of advantages and disadvantages of the following situations. Then volunteer your idea to the class and find out if anyone agrees with you. They can choose responders from the list at the right to agree or disagree with you.

Example

"One advantage of being poor is that you don't have to worry about income tax."

"That's true".

SITUATIONS

1. *Smoking cigarettes/cigars*
2. *Being single/married*
3. *Living together*
4. *Living in the countryside*
5. *Growing a mustache*
6. *Being poor/rich*
7. *Having children*
8. *Learning English/Japanese*
9. *Living over a grocery store*
10. *Living in the suburbs*

AGREEMENT:

That's true

That's for sure

I agree with you there

Yeah, I know what you mean

DISAGREEMENT

Yes, but don't you think . . .

I agree with you, but . . .

I don't see it that way

Yeah, on the other hand . . .

STRONG AGREEMENT:

Of course I would

I certainly would

Most likely I would

Sure I would

MILD AGREEMENT:

I think I would

I think so

Probably I would

I might

I might consider it

INDECISION:

I don't know (if I would)

I can't decide

I can't make up my mind

REACTING TO A LOVE TEST

Levels 2-4, class, speaking, game, 15 minutes

Are you a hopeless romantic, willing to fight any battle for your love? Or are you a dry realist who prides himself in accepting things as they are?

Choose someone in the class to be interviewed and someone to keep score. The remaining students take turns asking the questions on the opposite page; the interviewee responds with appropriate gambits which are scored. Paraphrase the questions if they are not understood.

When you are finished, you might want to choose a partner and repeat the interview twice. The first time, let your partner be the interviewee, and for the second time around, switch roles.

For an interpretation of the total score, see page 58.

SCORING

For *even-numbered* questions, score as follows:

Strong agreement	1
Mild agreement	2
Indecision	3
Mild disagreement	4
Strong disagreement	5

For *odd-numbered* questions, score as follows:

Strong agreement	5
Mild agreement	4
Indecision	3
Mild disagreement	2
Strong disagreement	5

QUESTIONS

1. Suppose you already have a steady partner, would you ever be capable of falling in love with someone else? Score: _____

2. Would you ever consider marrying someone whose backgroud was not similar to yours? Score: _____

3. Would you ever register your name with a computer dating firm? Score: _____

4. Do you believe marriage should be a lifetime proposition? Score: _____

5. Would you consider a childless marriage for yourself? Score: _____

6. Would you turn down someone 'just acceptable' while waiting for the ideal love to come along? Score: _____

7. Would you consider life still well worth living if you lost the one you loved? Score: _____

8. Could you fall in love with someone who is not physically attractive to you? Score: _____

9. Would you agree with someone who said, "Men are interested in women for only one reason"? Score: _____

10. Suppose you could just barely make ends meet with your present income. Would you consider marrying someone with an equally limited income? Score: _____

Total Score. ____

(Interpretations, page 58)

MILD DISAGREEMENT

Probably not

I don't think so

I doubt it

STRONG DISAGREEMENT

No way

Never (in a million years)

Not on your life

Not even if you paid me

Not for all the money in the world

B. INDECISION AND IGNORANCE RESPONDERS

AN INDECISIVE SHOPPER

Levels 2-4, pairs, role-playing, 15 minutes

Sometimes we walk into a store, buy what we want and leave – no problem. At other times we are undecided, we look at an item, we check the price, we try it out, etc. If the salesclerk is present, we will probably want to use some indecision responders.

Take turns acting the parts of an indecisive shopper and a salesclerk. After the initial exchange, the salesclerk explains how good an item is; the customer answers with one of the indecision responders adding a reason for the indecision.

INITIAL EXCHANGES

Salesclerks:	Shoppers:
Can I help you sir/madam?	I'd like to see some . . .
Are you being taken care of?	Do you have any . . .
Would you like some assistance?	No, thank you, I'm just looking.

PURCHASES TO BE UNDECIDED ABOUT

1. *a wedding ring*
2. *a bottle of perfume*
3. *a TV set (colour or black-and-white?)*
4. *a car (large or small, two or four doors, which options?)*
5. *stereo equipment (can you afford the best?)*
6. *a vacation spot*
7. *a fur coat*
8. *a dress*
9. *a tie*
10. *a bedroom set (which style?)*
11. *wall paper for the living room (which pattern and colour?)*
12. *paint for the kitchen (which colour?)*
13. *your own purchase*

ADMITTING A LACK OF KNOWLEDGE

Levels 2-4, class, speaking, 20 minutes

Nobody likes to be at a loss for an answer. But every once in a while a question comes up that we simply can't answer. Sometimes the answer has slipped our minds and sometimes we never knew it in the first place.

Let's see how that might work out in practice. Take a few minutes to prepare three questions which you think would be challenging. When you're ready, ask a fellow student your questions. If this person doesn't know the answer, he will use one of the responders at the right and then suggest a person or a place where you might find the answer.

(I'm afraid) I don't know

I'm sorry I don't know

I couldn't tell you

I'm not sure

It's slipped my mind

I don't remember

I forget

I can't remember

Example

"Who invented the game of basketball? "

"I'm afraid I don't know, but have you checked the encyclopedia? "

SOME SAMPLE QUESTIONS

1. *Where were the Olympic summer games held in 1964?*
2. *Who was the first man on the moon?*
3. *What's the longest river in the world?*
4. *Your own question.*

(Answers, page 58)

C. ACCEPTING AND REJECTING RESPONDERS

ACCEPTING:

I'm not surprised

That's me

I know it

I thought so

Right on!

That's probably right

REJECTING:

You're kidding

I don't believe it

No, definitely not

Are you pulling my leg?

Aw, come on!

That doesn't fit

I don't think so

I don't think that's fair

REACTING TO A HANDWRITING ANALYSIS

Levels 2-4, small groups, speaking, 40 minutes

Having your handwriting analyzed may reveal certain interesting facets of your personality. Whether you believe in handwriting analysis or not, it can be great fun. In this activity, you can find out for yourself whether an analysis of your handwriting reveals anything new about your character or merely confirms what you know anyway. Take an unruled sheet of paper. Write, in the handwriting that is most comfortable for you, the following two sentences: *I'm sure that he'll go swimming today. Tomorrow it'll be too cold for swimming, and then he'll have to go fishing.* Work in small groups with one person acting as the handwriting 'expert'.

TEST 1

Hold a ruler below the written lines. Are all the words on the line, like this?

a.

All the words are on the line.

or do they go up and down, like this?

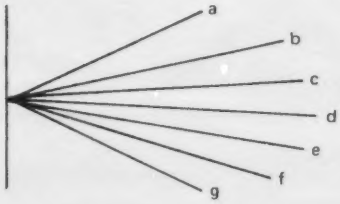
b.

The words go up and down.

The expert decides whether the handwriting matches 1a or 1b, writes it down, reads the interpretation from page 16, and records it. Each subject accepts or rejects the analysis making use of a gambit. Now, go on to Test 2.

TEST 2

Draw a line below a few words in the middle of the sample. Does it go up or down on the page? Estimate which of the lines below corresponds best to your partner's slant of writing.

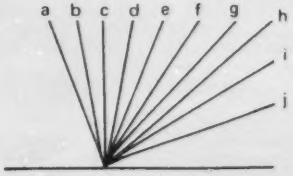


This is the slant of writing

The expert interprets and records the results. The subject responds with a gambit. Continue in this manner for each test.

TEST 3

Does the handwriting slope to the right, to the left, or is it in-between?



This is the slope

TEST 4

Which is the set of parallel lines that fits the small letters?

a. b. c. d. e. f.

Set b. fits this writing.

Continue on the next page.

ACCEPTING:

I'm not surprised

That's me

I knew it

I thought so

Right on!

That's probably right

REJECTING:

You're kidding

I don't believe it

No, definitely not

Are you pulling my leg?

Aw, come on!

That doesn't fit

I don't think so

I don't think that's fair

TEST 5

Is there little, some or much space between the lines?

a. There's little space between the lines here.

b. There's some space between the lines here.

c. There's much space between the lines here.

TEST 6

Check if the letters are usually connected, sometimes disconnected, or usually disconnected.

a. connected

b. sometimes disconnected

c. disconnected

TEST 7

Look at the m's in 'swimming':

a. pointed mmmm

b. garlands mmmm

c. arcades mmmm

d. thready mmmm

TEST 8

Check how even-sized the letters are:

a. varying size swimming

b. same size throughout swimming

c. tapering size swimming

TEST 9

Look at the letter 'e' when it comes at the end of a word. What does it generally look like?

a. long final
b. short final
c. no final
d. rising final
e. curling final
f. ascending final
g. descending final
h. dropping final
i. final hooking up
j. final hooking down
k. short, curving final
l. lasso final

TEST 10

Check if the letters 'o' and 'a' are usually open or closed.

a. They're usually open at the top.
b. They're sometimes closed at the top.
c. They're usually closed at the top.

TEST 11

Find out how the i's are dotted most of the time.

a. dot right over
b. dot high
c. dot flying to the right
d. circle dot
e. thick dot
f. wavy dot
g. dot flying to the left
h. hook dot
i. dash dot
j. no dot

TEST 12

Compare how the t's are crossed in most cases.

a. bar to the right
b. bar to the left
c. bar centered
d. bar high left
e. star cross
f. looped bar
g. down-slant bar
h. up-slant bar, high
i. heavy bar
j. bar missing

ACCEPTING:

I'm not surprised

That's me

I knew it

I thought so

Right on!

That's probably right

REJECTING:

You're kidding

I don't believe it

No, definitely not

Are you pulling my leg?

Aw, come on!

That doesn't fit

I don't think so

I don't think that's fair

INTERPRETATION OF HANDWRITING ANALYSIS

1a: *straightforward, dependable, systematic*
1b: *unsystematic, carefree, versatile*
2a: *exuberant, very ambitious, restless*
2b: *ambitious, optimistic (sometimes temporarily)*
2c: *firm, confident*
2d: no special characteristics indicated
2e: *passive, unhappy (sometimes temporarily)*
2f: *gloomy, pessimistic*
2g: *very unhappy, despondent*
3a or b: *self-conscious, ego-centered, analytic*
3c: *emotionless, reserved*
3d or e: no special characteristics indicated
3f, g, or h: *generous, spontaneous, friendly*
3i or j: *eager, impulsive*
4a or b: *intellectual, rational, unassertive*
4c: no special characteristics indicated
4d, e, or f: *generous, restless, somewhat inattentive, assertive*
5a: *confused, unclear*
5b: *clear, organized*
5c: *good at organization, generous*
6a: *logical, adaptable*
6b: *mixed rational-intuitive*
6c: *meticulous, unadaptable, somewhat impractical*
7a: *energetic, competitive*
together with 1b, and 2c, and 4a or b*: *eccentric*
together with 2b: *enthusiastic*
together with 3c, and 4a or b, and 5c, and 6a: *discerning, careful*
together with 3f, g, or h: *lively*
together with 5c, and 6b: *wise*
7b: *adaptable, receptive to new ideas, pleasure-loving*
together with 2b*: *enthusiastic*
7c: *reserved, strong-willed*
together with 1b, and 2e, and 3c*: *careless*
7d: *intelligent, creative*
together with 1b, and 4a or b*: *creative*
together with 1b, and 2c, and 4a or b: *eccentric*

*In combinations, all noted elements must be present.

8a: *changeable*
together with 1b, and 4a or b: *versatile*
8b: *conscientious*
together with 1a: *honest*
8c: *tactful, discreet*
9a: *self-confident*
9b: *reserved*
9c: *self-centered*
9d: *interested in musical matters*
9e: *protective, sensitive*
9f: *friendly*
9g: *timid, shy*
9h: *passive*
9i or j: *tenacious, stubborn*
together with 1b, and 7a, and 8a: *sly*
together with 3c: *interested in possessions*
together with 4a or b: *petty*
9k: *fun-loving*
9l: *critical*
10a: *frank, outspoken*
10b: *sincere*
together with 1a, and 8b: *frank, outspoken*
10c: *secretive*
together with 4a or b, and 5c, and 7a: *critical*

11a: *meticulous, precise*
together with 8b: *very conscientious*
11b: *imaginative, enthusiastic*
11c: *impulsive, intuitive*
11d: *having artistic interests, sometimes demanding attention*
11e: *aggressive, materialistic*
11f: *humorous*
11g: *hesitant, cautious*
11h: *witty, perceptive*
11i: *impatient*
together with 4a or b: *fussy*
11j: *absent-minded, careless*
12a: *impulsive, quick, lively*
12b: *procrastinating*
together with 8a: *indecisive*
12c: *controlled, careful*
together with 2c, and 7a or b, and 9f or i: *very determined*
together with 1a, and 9a or f: *independent*
12d: *insecure*
12e: *very sensitive*
12f: *persistent*
12g: *opinionated, critical*
12h: *ambitious*
12i: *strong-willed*
together with 2c, and 7a or b, and 9f or i: *very determined*
together with 3c: *arrogant*
together with 7a: *aggressive*
12j: *careless, absent-minded*

Caution: Even the best handwriting analysis cannot fully describe a person's character. One study, for instance, showed a maximum accuracy of only 75%. It is therefore best not to take this game too seriously.

Reference: If you're interested in learning more about handwriting analysis, see the paperback *Handwriting Analysis,* by Dorothy Sara. New York: Pyramid Books, 1956.

D. DISBELIEF AND CONSENSUS RESPONDERS

REACTING TO AN INKBLOT INTERPRETATION

Levels 2-4, pairs, speaking, 20 minutes

What do you see in these inkblots? Some people see people, animals, faces or trees. Some others can't see anything at all.

Break into pairs and tell each other what you can see. If you can't see anything at all, relax, squint your eyes, and let your imagination go free.

Your partner will react to your interpretation with one of the gambits at the left, and then will tell you what he or she saw in the inkblot.

Finally, report back to the class the most unusual interpretations to see how others in the class react.

DISBELIEF:

Really?

Are you kidding?

Oh?

Aw, come on!

Is that right?

Where? Show me

I don't see it

CONSENSUS:

Me too

So do I

That's what I thought too

That's what I was going to say!

I agree

That's right

Examples

"Maria said she saw two horses laughing at each other in the seventh inkblot."

"That's what I thought too!"

or

"I see a cat looking through the bushes."

"Really?"

1.

2.

3.

4.

5.

6.

7.

8.

E. SYMPATHY AND LACK OF SYMPATHY RESPONDERS

REACTING TO UNFORTUNATE OR SAD EVENTS

Levels 2-4, class, writing and speaking, 15 minutes

The sympathy responders in this section are separated depending on the kind of event you respond to. It is unlikely, for example, that you would use the same responder for a story about a furnace breaking down on the coldest weekend of the winter ("What a nuisance") as you would for a story about an outbreak of cholera in India ("How awful!").

From the cue words, write out sentences about sad or unfortunate events. Take turns reading these, with other students responding using appropriate gambits.

(Note: Some verbs may need to be in passive voice.)

1. *One of my best friends . . . sprained . . . ankle . . . first day . . . holiday.*
2. *A friend of mine . . . had . . . dollars . . . lifted . . . jacket pocket.*
3. *. . . uncle . . . passed away . . . recently.*
4. *Someone I know at work . . . told . . . diabetic.*
5. *My fiancee . . . bike stolen . . . storage room . . . high-rise apartment building.*
6. *Somebody . . . ripped off . . . car radio . . . tape deck . . . broad daylight.*
7. *Several hundred people . . . killed . . . yesterday's earthquake.*
8. *Somebody pinched . . . wallet . . . all my identification papers.*
9. *A colleague . . . laid off . . . 15 years . . . work . . . same company.*
10. *My chauffeur . . . sick with bad cold . . . can't drive . . . horse races.*
11. *My sister . . . bumped . . . mouth . . . car door . . . broke . . . tooth.*
12. *My friend . . . car . . . broke down . . . way to work.*

UNFORTUNATE EVENT:

Oh no

That's too bad

What a pity

What a shame

What a nuisance

Poor you

SAD (DISASTROUS) EVENT:

How awful

How terrible

That must have been awful

I'm sorry to hear that

That's too bad

Oh, my God

REACTING TO DESERVED MISFORTUNE

Levels 3-4, class, speaking, 15 minutes

Sometimes, when you think a person should have been able to predict trouble and avoid it, you may not feel that sympathy is deserved. Think of the last time you had a hair-raising ride with a friend who is always speeding. When the police car pulls you and your friend over to the side of the road you're likely to feel that he has gotten what he deserves. You may not feel sympathy for him at all.

In this activity, describe a personal habit or a habit of a friend or relative and indicate the consequences of this habit. (The consequences should not be too serious or the listener will want to sympathize). A classmate should then react to the story, using the gambits on this page.

(Note: Since the purpose of these gambits is to chastise, to criticize and to correct, they are all potentially offensive and should be used with care.)

1. Misfortune: lost license
   Background: likes fast cars and high speeds; ignores warnings
2. Misfortune: has terrible hangover
   Background: went to wild party; had too much scotch; then too much coffee; no sleep all night
3. Misfortune: lost a good job opportunity
   Background: hates filing things away; papers in a mess; can't find diploma

SOME OTHER MISFORTUNES:

1. *Slept through a test*
2. *Somebody picked your pocket*
3. *Got evicted from apartment*
4. *Lost money gambling (cards, the races, dice, roulette, etc.)*

It's your own fault

Someday you'll learn

That'll teach you

Serves you right

What (else) did you expect?

F. HESITATION RESPONDERS

I'll have to think about that

Well, let's see (now)

Where should I start

Well, let me think

That's a good question

How shall I put it?

Let's put it this way

What I would say is . . .

The best way I can answer that is . . .

THE JOB INTERVIEW

Levels 3-4, small groups or pairs, speaking, 20 minutes

At times we may use a gambit to "buy time" – to give us a few seconds to formulate or to organize our thoughts. There are a number of gambits which are useful for this purpose.

In this activity you will practise hesitation responders with a well known situation: the job interview. An interview board consisting of two or three students should make a list of the most difficult questions they were asked in their last interviews. See opposite page for some sample questions. After the board has formulated a list of questions, they may call in an applicant for an interview. The applicant answers the questions using the gambits to the left.

SOME SAMPLE QUESTIONS FROM JOB INTERVIEWS

CONCERNING THE FORMER JOB

1. *Take the worst problem you ran into on your last job and tell us how you handled it.*
2. *Explain what you did to get promoted the last time.*
3. *Why are you interested in leaving your present job?*
4. *Describe the work you're most proud of.*

CONCERNING YOUR QUALIFICATIONS AND APTITUDES

5. *Why do you feel you're qualified for this position?*
6. *Do you feel your background is fully adequate for the position you're applying for?*
7. *Do you feel you can deal with different types of people?*

CONCERNING VARIOUS WORK SITUATIONS

8. *What kind of person would you like to work for?*
9. *Suppose you're working in a team, and assume that you're in disagreement with the rest of the team about an important issue, what would you do?*
10. *Suppose that for good reasons you're unable to meet the deadline for a project. Your supervisor reports to his superiors that you are a 'slow worker'. How would you respond to this situation?*
11. *Suppose you have an employee who is consistently late, but whose work is satisfactory. What would you do?*

CONCERNING YOUR PLANS AND PRIVATE LIFE

12. *What do you plan to be doing two and ten years from now?*
13. *Are you planning to settle down?*
14. *Why do you really want this job?*
15. *How does this job fit into your career plans?*

G. ENCOURAGEMENT RESPONDERS

Right

Okay

Yeah

Yes?

And?

Well?

Really?

And then?

And so?

Mh-hmm

Uh-huh

SHOWING INTEREST

Levels 2-4, pairs, speaking, 20 minutes

As we listen to others speak, we often want to show them how interested we are in their conversation. We can do this by means of facial expressions, by nodding our head, and by using short encouragement responders.

In this activity, break into pairs. As one student describes an exciting or amusing event in his life, the other student responds with appropriate gambits and body language.

The encouragement responders are actually used while the speaker is telling the story without really interrupting him.

POSSIBLE TOPICS

1. *The day I won a million dollars*
2. *My favourite holiday trip*
3. *My sighting of a U.F.O.*
4. *The day my first child was born*
5. *My most disastrous day*
6. *The best meal I ever had*
7. *My marriage proposal*
8. *Our immigration to Canada*
9. *How our family shares the household duties*
10. *Any other interesting event*

H. INCOMPREHENSION RESPONDERS AND CROSS-CHECK GAMBITS

ASKING FOR REPETITION

Levels 2-4, small groups, speaking 10 minutes

There are few things as frustrating as a failure to understand something, and in a second language you will encounter this problem more frequently than in your mother tongue. Fortunately, most people will be glad to repeat something for you if you indicate to them that you haven't understood.

In this exercise we will use background noise to simulate a life-like situation. Play a tape (in the student's language if possible) as a distraction. A volunteer will give commands and ask questions in a low voice, and the others will try to understand what is being said. If they can't, they should interrupt the volunteer using the responders from the list at the right. If they do understand, they should act out the command or answer the question.

SAMPLE COMMANDS AND QUESTIONS

1. *Stand up, turn around, and look over your left shoulder.*
2. *Open your book to page 50.*
3. *Pick up your pencil and draw a big number 8 in the air.*
4. *What is your telephone number at work?*
5. *Would you mind telling me your middle name?*
6. *What's the date today?*

Pardon me?

(I) beg your pardon?

What was that?

(Could you) say that again?

Would you repeat that, please?

Would you mind repeating that?

Sorry?

MISSING OUT ON PARTS OF A PROBLEM

Levels 3-4, groups, listening and speaking, 30 minutes

INCOMPREHENSION RESPONDERS

Would you mind repeating that?

I didn't catch that last part

You lost me there

Sorry, I don't follow you

I'm not sure I'm following you

What is that again?

I didn't get that

I'm lost

Sometimes we miss out on small portions of lectures or directions. In all but the most formal situations, it is perfectly acceptable to ask the speaker to repeat just the part we missed, as long as we don't do that too often. Also, while explaining something difficult, speakers often use cross-check gambits to find out if everybody is following the explanation. Through this interplay of incomprehension responders and cross-check gambits we make sure that even difficult messages are correctly transmitted from speaker to listener.

For this activity, listen very carefully to your teacher who will read the problems below, using cross-check gambits whenever appropriate. You should try to work out the solutions to these problems without looking at the page. If you miss out on part of the problem, you should use an appropriate responder from this section to ask the teacher to repeat the part you did not understand. When the problem has been understood by everyone, try to find the solution. You may work together with other students.

PROBLEMS

1. *Start with 5, multiply that by 4, divide that by 2, square the result, and take half of that. What do you get?*

2. *If you write with your left hand, but draw with the opposite hand, and kick a ball with the foot on the same side, yet put your phone to the ear on the other side, which is also the side on which you are more short-sighted than on the other, which eye is less short-sighted?*

3. *Take the number of this booklet, multiply that number by the number of provinces in Canada, add one, subtract the number of great lakes that lie on the border of Canada and the U.S., divide that number by 3, add the result to the year of Canadian Confederation, add 100, and you have the year in which GAMBITS was first published.*

4. *Assume you have a tower made up of four building blocks: at the bottom there is a cube, then there is an octahedron (eight-faced solid), on top of which there is a cylinder, and at the very top there is a pyramid. Now suppose you put the cylinder underneath the octahedron. Then you put the cube below the pyramid. Then you put the octahedron at the bottom of the whole pile. What is the sequence of building blocks now?*

5. *Suppose that you're a pensioner living on a fixed income of $500 a month, and that you're living in a country with a steady annual inflation of 10%. After a year, the buying power of your monthly $500 will be reduced to $450 ($500, minus 10% of that which is $50, equals $450). If you have to live on the same fixed income and with the same annual inflation rate for another ten years after that, about how much buying power will be left of your $500? (Remember to subtract 10% each year from the remaining amount. If you don't have the time to figure it out in detail, try to guess and see who in your group comes closest to the correct result.)*

6. Make up your own problem and present it to the group, making liberal use of cross-check gambits.

(Answers, page 58)

CROSS-CHECK GAMBITS:

Are you following me?

Are you with me?

Is that clear?

Okay so far?

Are you coming along fine?

Do you understand so far?

Got it?

Right?

ASKING SOMEONE TO REPEAT SOMETHING ON THE PHONE

Levels 2-4, pairs, speaking, role-playing, 30 minutes

Sorry, what did you say?

Pardon?

I didn't catch the part about

I'm sorry, I didn't understand that

Do you mind repeating that?

Can you repeat that for me, please?

What was that again?

Sorry?

I didn't get the part about

For a number of reasons it is particularly easy to misunderstand someone on the phone. The sound quality of the voice is changed, we can't see the speaker's face and hand gestures, and many of us have to use the phone in noisy surroundings. When we use the phone, it is especially important to make sure, by means of these gambits, that the message is transmitted accurately.

Telephone receptionists on emergency posts typically use the gambits of this section to make sure the message has been understood correctly. Practise an emergency call with a partner you select. Ask your partner to call you up about one of the situations described below. You, the telephone receptionist, should try to get the information indicated below each description. Remember that your caller may be a bit upset because of the psychological shock of these situations. So try to be patient and understanding, as well as efficient. (Use a teletrainer if possible.)

EMERGENCY SITUATIONS

1. *FIRE DEPARTMENT: This is an emergency. There is a fire on the sixth floor of a large apartment building (apartment 609, 25 Sussex Drive). Clouds are billowing out of the windows of the apartment and smoke is filling the halls.*

   (Get the address and apartment number, type of building, and the name and address of the caller. Find out if he can see flames. Tell him to ring the fire alarm and make sure to use the stairs, not the elevators. Tell him the fire trucks will get there soon.)

2. *POLICE STATION: There's a fight in a bar at 313 King Street between a big, fat fellow with enormous muscles and a short, stocky guy who looks like a prize fighter. They're using knives and the big, fat fellow is bleeding from the chest.*

   (Get the address of the bar, a description of the fighters, and the name and address of the caller. Tell him that a police car is on the way.)

3. *HUMANE SOCIETY: The caller found a boa constrictor in the bathtub as he was attempting to take his morning shower. The snake did not move, and the caller had the presence of mind to close both the window and the bathroom door. He lives at 1040 Farnham Crescent.*

   (Get the name and address of the caller. Tell him to put the lid down on the toilet seat, keep the bathroom door shut, and that a snake specialist will be sent out right away.)

4. *HOSPITAL EMERGENCY DEPARTMENT: The caller's wife is having a heart attack. She is feeling severe pain in her chest and left arm, is perspiring profusely, is short of breath, and has a very weak pulse. The couple live in apartment 3D, at 904 Searle Avenue.*

   (Get the address and tell the caller that an ambulance will be on the way immediately. Tell him to give his wife artificial respiration, to place her in a semi-upright sitting position, but not to move her too much.)

5. Think of an emergency situation that you've been involved in yourself, and act out the situation with a telephone receptionist.

Pardon me?

(I) beg your pardon?

What was that?

(Could you) say that again?

Would you repeat that, please?

Would you mind repeating that?

Sorry?

ASKING FOR A RESTATEMENT

Levels 3-4, class, speaking, game, 20 minutes

It is surprisingly difficult to describe common, everyday activities, and in many cases it is equally difficult to understand such descriptions. This activity provides practice in giving descriptions and in using cross-check gambits and incomprehension responders.

The teacher picks a simple activity (ideas below) and asks a student to describe it to the class. The student should use cross-check gambits (see page 27). Any fellow student may ask for a restatement.

SUGGESTED COMMON ACTIVITES

1. *Making a cup of tea or coffee*
2. *Brushing teeth*
3. *Turning a somersault*
4. *Tying shoe laces*
5. *Playing checkers*
6. *Putting on make-up*
7. *Buying bus tickets*
8. *Making French toast*
9. *Repotting plants*
10. *Finding a book in the library, or checking it out*
11. *Looking up a word in a dictionary*
12. *Calling collect, person to person*
13. *Mixing a martini*

I. COMPLIMENT RESPONDERS

ACCEPTING COMPLIMENTS

Levels 2-4, pairs, speaking, 15 minutes

How are you at accepting compliments? Most people find it very hard to respond quietly and gracefully to being praised. In this category, usage varies greatly according to sex and social group.

In this activity, pay one of your fellow students a compliment. This student responds using a gambit from this section. So that there is no sudden stop in the conversation, which frequently happens in this kind of situation, the student who accepts the compliment should volunteer some additional information or maybe add a disclaimer.

Example

"I really like your dress, Louise".

"Oh, thank you. I bought it at that new boutique on Sterling Drive."

THINGS TO COMPLIMENT

1. *A woman's dress*
2. *A man's shirt*
3. *A charming smile*
4. *A good pronunciation in English*
5. *A new car*
6. *A fancy tie*
7. *A great talent for conversation*
8. *Elegant handwriting*
9. *A becoming haircut*
10. *Some other feature*

SOME POSSIBLE DISCLAIMERS

1. I've had this for years!
2. My (husband, wife, boyfriend, etc.) gave it to me.
3. I can't take all the credit for that.
4. I'm still trying to get used to it.

Oh, thank you

Oh, thanks

(How) kind of you to say that

That's very kind of you

Do you really think so?

You've made my day

Thanks, I needed that

I'm flattered

Oh, I'm glad you think so

That's nice to hear

2. Closers

Every conversation has to come to an end eventually. The reasons vary: sometimes you have to run off to do something else, and sometimes you've run out of things to say.

For each of these situations, there are some typical gambits. For instance, if you have said what you've wanted to say and would like to leave, you can say, *I should be going*. On the phone, you can convey the same message by saying, *I'd better let you go*. Anybody who is sensitive to these closing signals will take the hint and wish you goodbye in turn.

This points out another good reason for becoming familiar with closers. If English is not your first language, you may miss the meaning of a closer altogether. Suppose that you're at a party, for instance, and you've just had a good chat. Now your conversational partner turns to you and says, "Well, I guess I'll try some of the cheese." What does he mean? He does want to go over to the cheese table and try some of the cheese, of course. But chances are that he would also like to meet and talk with a number of other guests. That is after all the purpose of a party.

The activities in this section give you an opportunity to practise some of the most common closing gambits in appropriate situations.

A. CASUAL CLOSERS

NO TIME TO TALK

Levels 2-4, pairs, speaking, role-playing, 20 minutes

In view of our rushed lifestyle, conversations must frequently come to an abrupt end. So it is not surprising that we have special gambits for such situations. These gambits are usually followed by a brief reason explaining why we have to leave and a closer like "Goodbye" or "See you".

Some situations involving such abrupt closings are sketched below. Choose a partner and act out each situation, using the gambits given here. After some practice, present your situation to the class.

Sorry, I've got to go (to . . .)

I have to run . . .

I must be going . . .

Would you excuse me, please?

Sorry to rush off . .

I hope you don't mind, but . . .

SITUATION 1: You're passing through the cafeteria and you see someone you haven't seen for a while. You say hello, chat for some time, and then take leave with an appropriate gambit explaining that you have to go to class.

SITUATION 2: You're on your way to the bus stop and you run into a friend. You exchange a few sentences, but you soon excuse yourself with a gambit, because you see your bus coming around the corner.

SITUATION 3: Your typewriter has broken down and you're waiting for the repairman. He arrives the very moment you have to go off to a meeting. So you quickly explain to him that the 'q' and the 'z' keys stick, excuse yourself with a gambit, and then rush off.

OTHER INTERVENING EVENTS

a dentist or doctor's appointment
a store closing time
a deadline for getting a report in
a flight departure
a lunch date with someone special

It's been nice talking to you

Oh, I've got to see . . .

HOST/HOSTESS:

I really should circulate

We really must get together sometime

Excuse me, I'd like to try . . .

Have you met . . .

Well, nice meeting you (again)

Give my regards to . . .

Excuse me, I'd like to refill my glass

SMALL-TALK CLOSERS

Levels 3-4, pairs, speaking, role playing, game, 20 minutes

A large party is an opportunity to see many friends and acquaintances at one time. This means that often we can't spend a great deal of time with any one person without sacrificing our chance to renew other friendships. The gambits of this section provide the party-goer with freedom of movement since they are expressions for politely closing one conversation in order to move on to another.

THE COCKTAIL PARTY 'WALTZ'

For this activity, form two concentric circles. The inner circle are 'social butterflies' and the outer circle are 'wallflowers'. The teacher plays music as the two circles rotate in opposite directions. When the teacher stops the music, each 'butterfly' engages the nearest 'wallflower' in conversation. When the music starts again, the butterfly must close the conversation using an appropriate gambit from the list as the circles begin to rotate again. And so it goes!

B. PHONE CLOSERS

TELEPHONE CLOSERS

Levels 2-4, pairs, speaking, role-playing, 20 minutes

At the end of telephone conversations, closing gambits are especially useful. Because we can't read from the other persons' facial expressions how they feel about finishing the telephone calls, we have to depend on some of the verbal closing signals introduced here to bring the calls to a smooth end.

Practise having short telephone conversations (about 30-60 seconds long) in which you use some of these closers. Pretend that you are calling up a friend or colleague concerning one of the topics listed below. Towards the end of the conversation, the caller should use a closer to signal his wish to finish. The other speaker should then end the conversation with an appropriate responder.

TOPICS

1. *Some good news about your job or your studies*
2. *Talking about a new boy or girl friend*
3. *Something you'd like to borrow*
4. *Some help with the homework assignments*
5. *An invitation to dinner*
6. *Something funny that happened yesterday*
7. *The (football, hockey, etc.) game last night*
8. *Scheduling a meeting*
9. *Information about a job opening*
10. *Anything generally interesting that comes to your mind*

CLOSERS FOR THE CALLER:

I'd better let you go

Thanks for your time

I think that about wraps it up

I know you're busy, so I'll let you go

It's been good talking to you

CLOSERS FOR THE PERSON CALLED:

Well, thanks for calling

Let me know if I can be of any further help

I'm afraid I don't have time to talk

I appreciate your calling

C. FORMAL CLOSERS

CLOSER FOR THE VISITOR:

Thank you for your time

I really appreciate your . . .

I'd better not take up any more of your time

CLOSERS FOR THE PERSON VISITED:

You're welcome

My pleasure

Right, Okay

Best of luck to you

Let me know how things work out

Keep me posted

A MEETING WITH THE BOSS

Levels 2-4, pairs and class, speaking, role-playing, 20 minutes

When dealing with superiors or 'officialdom', we speak more politely and more formally than we do to friends. On such occasions, the closing gambits we use are naturally also more formal than the ones we use with our friends.

Here we re-enact a few situations that call for such closers. Choose a partner and go through one of the situations sketched out below. After five minutes, present your encounter to the class.

SITUATION 1: Go to see your boss about taking your annual leave. Go in, ask for some time, and sit down. Explain your plans and ask if you can take your leave in a specific time period. When the conversation is finished, both partners bow out with fitting closers.

SITUATION 2: Go to see your supervisor about leaving early due to an illness in the family. Explain the situation and after discussion, both partners end the conversation with closers.

OTHER POSSIBLE REASONS FOR VISITS:

1. *To explain why you can't finish something on time.*
2. *To say that you are unhappy about something.*
3. *To change class.*
4. *To plan your 3-year study program.*
5. *To say that you have accepted another position.*
6. *To congratulate someone.*
7. Your own reason.

PREPARING TO LEAVE

Levels 2-4, pairs, speaking, 10 minutes

We often indicate that we are thinking about leaving by saying something like "Well, I guess I should be going". This may mean that we really are about to leave, or it may mean that we want to check whether we are overstaying our welcome.

In this excercise, each student in the class 'visits' another student. After talking for a while, the visitor puts out a verbal feeler in the form of a closer, and the other student reacts with a 'Goodbye' or a 'Don't go' gambit depending on the situation and how he feels about continuing the conversation.

SITUATION

It's late Friday afternoon and you and your friend have been chatting in your office for 10 minutes. Your friend says: "I guess I'd better let you get back to work". You answer: "Don't worry about that. I've pretty well finished my work for the week." or "Well, thanks for dropping in. Goodbye."

OTHER SITUATIONS

1. *You've been at your friend's house for dinner and it's getting fairly late.*
2. *You met a friend at the grocery store and went to her place for a cup of tea.*
3. *You are visiting a friend who is in hospital.*
4. *You have been talking to your child's teacher at a parent-teacher meeting.*

CLOSERS FOR THE VISITOR:

I should be going

I guess I ought to get back

Thank you for . . .

Excuse me, but I really must go

CLOSERS FOR THE PERSON VISITED:

'DON'T GO'

Don't worry about that

There's no need to . . .

Don't feel you have to

Please stay

'GOODBYE'

We'll have to get together again sometime

Well, thanks for dropping by

I hope we can get together again

It's been nice . . .

3. Grand Finale

PUTTING IT ALL TOGETHER

Every gambit has a specific purpose. You have learned gambits to use to agree or disagree, gambits to use to accept or reject someone else's ideas and gambits to use to show interest in what someone else is saying. In any complete conversation you will want to use a number of different types of gambits depending on what your conversational purposes are. The following activity allows you to choose the gambits you need as you come to different situations.

A SHOPPING TOUR

Levels 3-4, class, speaking, game, 20 minutes

The game board for this activity is on the inside back cover

For this activity a number of store managers, salesclerks, and officials are designated as well as two opposing teams of shopping families. Once the roles are assigned, all participants are given five minutes to think out, prepare, and discuss their roles, gambits, and specialized vocabulary. Then the families take turns throwing one die in order to proceed through the shopping mall. The family that gets to the ice cream parlour first is the winner. All participants are expected to use a natural flow of gambits in all encounters.

4. Inventory

This inventory of gambits has been included here in answer to the suggestions voiced by teachers that a reference tool for the Gambits series would be useful in developing their own classroom activities. We hope that students will find it useful too.

The Gambits series is based on a communicative approach to language teaching: each gambit performs certain language functions according to its use in particular language situations. The chapters and subsections have been created on the basis of a semantic categorization of the most frequently occurring gambits of a large corpus of spoken English.

WHEN LOOKING UP A GAMBIT . . .

In this Inventory, every gambit is listed alphabetically under each of its key words. Within each alphabetical grouping the gambits are listed in the order of their occurrence in the series.

When you have found the gambit that you are looking for, you will see that it is followed by a letter and a number. The letter stands for the volume of the series in which the gambit occurs, and the number refers to the page number. For example, 016 refers to *Openers* (*Gambits 1*) page 16. Many entries have a letter followed by several numbers separated by commas. This means that the gambit appears in the same volume several times. For example L6, 8 means that the gambit appears on page 6 and 8 of *Links* (*Gambits 2*). References divided by semi-colons indicate that the gambit appears in the series in more than one volume. For example, L39; R31 means that the gambit appears in *Links* (*Gambits 2*) page 39, and in *Responders* (*Gambits 3*) page 31. Parentheses are used to conserve space: if you look up *(But) the point is* 019; L5 you will find ***But the point is*** in one place (019), and *The point is* in the other (L5).

In a few entries, you will see the usage labels *formal, informal,* or *potentially offensive (pot. off.).* These labels indicate that the gambit should be used with caution.

About
I'm calling about O7
I'd like to speak to someone about O7
May I talk to someone about O7
Speaking about O30
What were we talking about O31
How about O49, 50, 55
I'll have to think about that L22; R22
I'm not worried about L32
What I'm (worried, concerned) about is L38
Now that I think about it L45
But what about L54, 55
I didn't (catch, get) the part about R28
I think that about wraps it up C37
Don't worry about that C39

Absolutely
If I absolutely have to L47

Account
On account of this L9
Taking into account L39
Even taking that into account L40

Actual
In actual fact L26
(But) actually O23, 24; L25, 26

Add
I might add (here, that) O4, 5; L6
May I add (something?, that) O4, 5

Addition
In addition *formal* L6, 8

Advantage
I don't see any advantage in L38

Advice
Can you give me some advice? O3

Afraid
I'm afraid L38
What I'm afraid of is L38
No, I'm afraid not R3
I'm afraid I don't have time to talk C37

After
After that O10, 12, 14, 16
After all L42

Again
But then again L44
(Again, Time) and again L50
You can say that again R4
(Could you) say that again R25, 30
What (is, was) that again? R26, 28
We'll have to get together again sometime C39
I hope we can get together again C39

Agree
Not everyone will agree with me, but O41, 42
I agree with you there R7
I agree with you, but . . . R7
I agree R18

All
First of all O10, 12, 16, 17, 18
All I really need is O48
(But) all things considered L39, 44
All the same L42, 44
After all L42
All in all L58
Allowing for the fact L39

Almost
I'm almost positive O38, 39
I almost forgot L6

Along
What I've been telling you all along is *pot. off.* L24

Also
Also O17; L6, 8

Alternative
If there's no alternative L47

Always
You can always O49, 55
We have always O51
I could always L47

And
And? R24
And then? R24
And so? R24

Another
Another (thing, reason) is O16, 17
(Still, And yet) another reason is O17
And another thing L6, 8
Let me put it another way L23

Answer
The best way I can answer that is . . . R22

Any
In any case O4, 31
I don't see any advantage in L38
Let me know if I can be of any further help C37
I'd better not take up any more of your time C38

Anything
Well, anything you say L46

Anyway
Anyway O4, 31; L44

Appears
It appears to me O43
On the surface it appears as if L25

Appreciate
I appreciate your calling C37
I really appreciate your . . . C38

Arm
Well, if you twist my arm L46

Around
This shouldn't be passed around, but O46

As
As the last thing O16
As a (general) rule O20; L50, 52, 54, 55
As far as I can tell O43
As I see it O43
As far as I know O44
As I understand it O44
As long as I can remember O51
As far as . . . is concerned L2
As far as that goes L2
As a result L10, 11
As soon as L12
Well, as a special favour to you L46
As an illustration L56

Back
(Going, To get, Let's get, Could we get) back to O4, 31, 32
I guess I ought to get back C39

Bad
That's too bad R20

Barring
Barring (the possibility that) L12

Be
Could it be O34, 35, 36, 53
That may be so, but L40

Because
Because (of, of this) L9, 11

Before
Before you finish O14
Before I forget O30

Beg
(I) beg your pardon? R25, 30

Begin
To begin with O10, 12, 14, 16

Believe
Believe it or not O20
You (may not, won't) believe this, but O20, 21, 22
Believe me O22
This is hard to believe, but O22
I have reason to believe *formal* O39
I (strongly, personally) believe O40, 41, 42
Personally, I believe (think, feel) O41, 42
I don't believe it R12, 14, 16

Besides
Besides that O17
And besides L8

Best
To the best of my knowledge *formal* O44
The best way I can answer that is . . . R22
Best of luck to you C38

Better
You'd better sit down O21
Wouldn't it be better L34
I'd better let you go C37
I'd better not take up any more of your time C38

Between
Just between you and me O46

Blunt
To be blunt O23

Bothers
What bothers me is L38

Brief
In brief L60

Brings
This brings up the following L5

Busy
I know you're busy so I'll let you go C37

But
(Pardon me, Excuse me) for interrupting, but O2, 4, 5
(Sorry, Pardon me,) but O4, 5
You (may not, won't) believe this, but O20, 21, 22
It may sound strange (funny), but O20
This is hard to believe, but O22
But frankly O23
Not everyone will agree with me, but O41, 42
This shouldn't be passed around, but O46
I wouldn't let this get out, but O46
Maybe I shouldn't say this, but O46
But the (question, point, real question) is L5
But the problem (with that) is L5, 38
Not only that, but L8
But in fact L25, 26
(Yes, Possibly, Sure, Okay,) but L37, 38, 40, 44
Yes, but (consider, remember, don't forget, keep in mind) L37, 40
I'd love to, but L37, 40
That's a good idea, but L37, 40
Yes, but the question really is L38
But still L40
That may be so, but L40
That probably is true, but L40
Granted, but L42, 44
But don't forget L42
But then again L44
But all things considered L44
But in the long run L44
But what about L54, 55
But think of L54, 55
Yes, but don't you think . . . R7
I agree with you but . . . R7
I hope you don't mind but . . . C35
Excuse me but I really must go C39

By
By and large O20; L52, 54, 55
By the way O30
By the time L12
What do you mean by L36

Calling
I'm calling (to find out, about) O7

Well, thanks for calling C37
I appreciate your calling C37

Can
Can you give me some advice? O3
Can you spare a minute? O3
You can always O49
Can you explain why L36
Can you repeat that for me please? R28

Care
I don't (particularly) care for L30

Case
In (any, my, this, that) case O4, 31, 45; L4, 45
In a case like this L4
In case L14
This is a case of L16, 19, 21
Well, perhaps in this case L46
In most cases L52

Catch
The catch is O26
I didn't catch that last part R26
I didn't catch the part about R28

Certain
I'm fairly certain O38, 39
I certainly would R8

Circulate
I really should circulate *formal* C36

Circumstances
Well, under those circumstances L47

Classic
A classic example of this is L56

Clear
Is that clear? *pot. off.* R27

Close
You're close R3

Come
Come on (now) *pot. off.* O26; R6
How come *informal* L36
Come to think of it L45
Aw, come on! *pot. off.* R4, 12, 14, 16, 18
When it comes to L2

Comment
I'd like to comment on that O4
May I make a comment on that? O5

Concerned
What I'm concerned (with, about) is O45; L38
As far as . . . is concerned L2
Where . . . is concerned *formal* L2
I'm not concerned with L32
Concerning L2

Conclude
To conclude *formal* L58

Consequently
Consequently L10, 11

Consider
Yes, but consider (remember) L37
When you consider L39
I might consider it R8
(But) all things considered L39, 44
Considering L39

Convinced
I'm convinced O40

Correct
Correct R3
If I understand you correctly L22

Could
Could I ask O6
Could you (tell me, find out) O6, 7
Could we get back to O32
Could it be O34, 35, 36; L53
I could do with O48
Perhaps you could O50
(Could you) say that again? R25, 30
Could you excuse me, please? C35

Counting
Not counting, of course L54, 55

Course
Of course O8
There are exceptions, of course L54, 55
One should mention, of course L54, 55
An exception to that is, of course L54, 55
Not counting, of course L54, 55
Of course I would *pot. off.* R8

Darn
You're darn right *informal* R6

Day
You've made my day R31

Decide
I can't decide R8, 10

Definitely
No, definitely not R12, 14, 16

Devised
They've devised a way to O56

Discovered
They've discovered O56

Do
I could (make) do with O48

Doubt
Frankly, I doubt O24
Without a doubt O40
I doubt L37, 38
I doubt it R9

Doubtful
It's doubtful L37

Down
Are you sitting down? O21
You'd better sit down O21
Down with . . . *pot. off.* R6

Drawback
One drawback is L38

Dropping
Well, thanks for dropping by C39

Due
Due to L9

Effect
In effect L16, 19, 21

End
At the end O10, 12, 14, 16
In the end L58

Enough
(Oddly, Strangely) enough O20, 22

Especially
I don't especially like L30

Estimation
In my (personal) estimation *formal* O41, 42

Even
Even (if that is) so L40, 42, 44
Even taking that into account L40
Not even if you paid me *informal* R9

Event
In the event L14

Ever
Ever since O51
If I ever L12

Every
Every so often L50
Every now and then L50

Everyone
Not everyone will agree with me, but O41, 42

Exactly
Exactly R3

Example
(Take) for example L56
A classic example of this is *formal* L56
Just as an example L56

Except
That would be great, except L37, 40
Except that L54, 55

Exception
An exception to that is, of course L54, 55
With the exception of (that) L54, 55
One exception is L54, 55
There are exceptions, of course L54, 55

Excuse
Excuse me O2
Excuse me for interrupting, but O4, 5
Would you excuse me, please? C35
Excuse me, I'd like to try . . . C36
Excuse me, I'd like to refill my glass *formal* C36
Excuse me, but I really must go C39

Expect
What (else) did you expect? *pot. off.* R21

Explain
Can you explain why L36

Face
Let's face it O24, 26

Fact
Not to mention the fact that L8
Plus the fact that L8
In view of the fact L9
But in fact L25, 26
The fact of the matter is L26
(In point of, In actual) fact L26
Allowing for the fact L39

Fair
I don't think that's fair R12, 14, 16
I'm fairly certain O38, 39

Far
As far as I (can tell, know) O43, 44
As far as . . . is concerned L2
As far as that goes L2
Okay so far? R27
Do you understand so far? R27

Fault
It's your own fault *pot. off.* R21

Favour
Well, as a special favour to you L46

Feel
I (honestly, personally) feel O40, 41, 42
Don't feel you have to C39

Few
To put it into a few words L60

Figure
(We, I) figure O52, 54

Finally
(And, So) finally O10, 12, 14, 16, 17; L58

Find
Could you find out O6
I'm calling to find out O7
I was surprised to find out O22

Finish
Before you finish O14

First
First (of all) O10, 12, 14, 16, 17, 18
The first thing is O16
At first glance it looks as if L26

Fit
That doesn't fit R12, 14, 16

Flattered
I'm flattered R31

Follow
Sorry, I don't follow you R26
This brings up the following L5
I'm not sure I'm following you R26
Are you following me? R27

For
For (example, instance) L56

Forget
Don't forget that O19
Before I forget O30
(Yes,) but don't forget L37, 40, 42
I forget R11
I almost forgot L6

Found
They've found that O56

Frankly
But frankly O23
Frankly, I doubt O24

Free
Are you free to talk? O3

From
From time to time L50

Funny
The funny thing is O22

Further
Let me know if I can be of any further help C37

Furthermore
(And) furthermore *formal* O17; L8

General
In general L50, 52, 54, 55
As a general rule L50, 52
Generally (speaking) O20; L50, 52, 54, 55

Get
(To, Let's, Could we) get back to O4, 31, 32
I wouldn't let this get out, but O46
Don't get me wrong *informal* L23

Abbreviations: O – Openers, L – Links, R – Responders.

Look let's get this straight, I said . . . *pot. off.* L24
Get serious *pot. off.* R6
I didn't get (that, the part about) *informal* R26, 28
We really must get together sometime C36
I guess I ought to get back C39
We'll have to get together again sometime C39
I hope we can get together again C39

Give
Can you give me some advice? O3
To give you an idea L56
Don't give us that *pot. off.* R6
Give my regards to . . . C36

Glad
Oh I'm glad you think so R31

Glance
At first glance it looks as if L26

Glass
Excuse me, I'd like to refill my glass *formal* C36

Go
Sorry, I've got to go (to . . .) C35
I'd better let you go C37
I know you're busy so I'll let you go C37
Excuse me, but I really must go C39
As far as that goes L2
Going back to O4, 32
I'm not going to L30
That's what I was going to say R18
I (must, should) be going . . . C35, 39

God
Oh, my God *pot. off.* R20

Good
Wouldn't it be a good idea L34
That's a good idea, but L37, 40
That's a good question R22
It's been good talking to you C37

Got
I've got news for you! O21
Got it? *pot. off.* R27
Oh I've got to see . . . C36

Granted
We take for granted that L26
Granted, but L42, 44

Grapevine
I hear from the grapevine O46

Great
That would be great, except L37, 40

Guess
Guess what! *informal* O21
(I, I'd) guess O34, 35, 36; L53
Well, I guess you're right L46
I guess I'd have to L47
I guess I ought to get back C39

Hand
(Yet, Yeah) on the other hand L42, 44; R7

Happen
Do you happen to know O6

Hard
This is hard to believe, but O22

Have
Do you have a minute? O3
I have a (point here, question) O5

What we have in mind is O52
Have you met . . . C36

Hear
I hear from the grapevine O46
I hear they say O46
Hear! Hear! R6
I'm sorry to hear that R20
That's nice to hear R31
I've heard O46

Help
Let me know if I can be of any further help C37

Here
I might add here O4
(May I, I'd like to) say something here O4, 5
I have a point here O5
Here's what we'll do O52
Here's the whole problem L5

Hold
Hold it *pot. off.* O5

Honest
To be honest (with you) O23, 24
I honestly feel O40
Do you honestly think (believe) *pot. off.* L34

Hope
I hope you don't mind but . . . C35
I hope we can get together again C39

How
How about O49, 50, 55
Seeing (as how) L9, 11, 39
How come *informal* L36
I (can't, don't) see how L37, 38
Well, seeing as how it's you L46
How (awful, terrible) R20
How shall I put it? R22
Let me know how things work out C38

I'd
I'd like to comment on that O4
I'd like to say something (here) O4, 5
I'd like to (know, ask) O6, 7
I'd like to speak to someone about O7
I'd (say, guess) O34, 35, 36; L53
I'd love to, but L37, 40
I'd (really) much (rather, sooner) L30
I'd prefer L30
I'd better let you go C37
I'd better not take up any more of your time C38
Let me put it another way L23

Idea
I have an idea O50
This isn't my idea of L30
Wouldn't it be a good idea L34
That's a good idea, but L37, 40
To give you an idea L56

If
It looks as if O37
If I had my own way O45
If only I had O48
If I were you, I would O49, 55
If (and when) L12, 14
If I ever L12
If I understand you correctly L22
If I read you right L22
If I said that I didn't mean to L23
On the surface it appears as if L25
At first glance it looks as if L26
I don't know if L37, 38
If you remember L39
(Even, Well) if that's so L40, 45, 47
Well, if you really insist L46
Well, if it upsets you that much L46
Well, if you twist my arm L46
If there's no (other way, alternative) L47
If I absolutely have to L47
Not even if you paid me *informal* R9
Let me know if I can be of any further help C37

Illustrate
To illustrate my point L56

Illustration
As an illustration L56

Imagine
I imagine O38

Important
The most important thing is O18

In
In my case O45
In the past O51

Include
This does not include L54, 55

Indicates
This indicates L16, 19, 21
This (might, may, could) indicate L16, 19, 21

Inevitably
Inevitably L52

Insist
Well, if you really insist L46

Instance
In (that, this) instance L2, 4
For instance L56

Intend
(We, I) intend to O52, 54

Interested
I'm interested in O6
Personally, I'm more interested in O45
I'm not really interested in L32

Interpreted
This can be interpreted to mean (indicate, suggest) *formal* L16, 19, 21

Interrupting
(Pardon, Excuse) me for interrupting, but O2, 4, 5
May I interrupt for a moment? O2
Am I interrupting? O3

Into
Even taking that into account L40
Well you've talked me into it L46

It
Is it? O34, 35
Got it? *pot. off.* R27
Perhaps it's O34, 35

Just
I just thought of something O30
Just between you and me O46
That's just the point L5
In (the) light of what you've just said *formal* L5
Just a small point L6
Let me rephrase what I just said L23
Maybe just for this one time L46
Just as an example L56

Keep
Yes, but keep in mind L37
Keeping in mind L39
Keep me posted C38

Kidding
Are you kidding? *informal* R4, 18
You're kidding *informal* R12, 14, 16

Kind
(How) kind of you to say that *formal* L39; R31
You're much too kind *formal* L39
That's very kind of you R31; C39

Knew
I knew it R12, 14, 16

Know
I'd like to know O6
Do you (happen to) know O6
You know O8
Do you know what? O21
As far as I know O44
(Yeah) I know what you mean L22; R7
I don't know if (I would) L37, 38; R8
(I'm afraid, I'm sorry) I don't know R3, 10, 11
I don't know yet R10
I know you're busy so I'll let you go C37
Let me know if I can be of any further help C37
Let me know how things work out C38

Knowledge
To the best of my knowledge *formal* O44

Large
By and large O20; L52, 54, 55

Last
As the last thing O14, 16
The last reason is O17
I didn't catch that last part R26

Learn
Someday you'll learn *pot. off.* R21

Leg
Are you pulling my leg? *informal* R12, 14, 16

Let
I wouldn't let this get out, but O46
Let me rephrase what I just said L23
Well, let me think R22
I'd better let you go C37
I know you're busy so I'll let you go C37
Let me know if I can be of any further help C37
Let me know how things work out C38

Let's
Let's face it O24, 26
Let's be realistic O26
Let's get back to O31, 32
Let's O50
Well, let's see (now) R22
Let's put it this way L22; R22

Life
Not on your life *informal* R9

Light
In (the) light of what you've just said L5

Like
I'd like to comment on that O4
I'd like to say something (here) O4, 5
I'd like to (know, ask) O6, 7
It looks like O37
In a (case, situation) like this L4
it may seem like L25
It seems like L26
I don't (especially) like L30
What I don't like is L38
Excuse me, I'd like to try . . . C36
Excuse me, I'd like to refill my glass *formal* C36

Likely
Most likely I would R8

Listen
Listen *pot. off.* O8

Long
As long as I can remember O51
But in the long run L44
To make a long story short L58

Look
Look *pot. off.* O8
Look let's get this straight, I said . . . *pot. off.* L24
Look at it this way L44
Lookit *informal* O8
It looks (like, as if) O37
At first glance it looks as if L26

Lost
You lost me there R26
I'm lost R26

Love
I'd love to, but L37, 40

Luck
Best of luck to you C38

Made
You've made my day R31

Main
The main reason (problem, thing, etc.) is O17, 18
The main reason why L9

Make
May I make a comment on that? O5
I could make do with O48
May I make a suggestion O50
To make up for it L44
To make a long story short L58
I can't make up my mind R8, 10

Many
Many people think (believe) L25, 26

Matter
The (truth, fact) of the matter is O26; L25, 26

May
May I interrupt for a moment? O2
May I (add, say) something (here)? O4
May I ask a question? O4
May I add that O5
May I make a comment on that? O5
May I talk to someone about O7
May I make a suggestion? O50

Maybe
Maybe I shouldn't say this, but O46
Maybe just for this one time L46

Me
That's me R12
Me too R18
Pardon me? R30

Mean
This can be interpreted to mean (indicate, suggest) *formal* L16, 19, 21
This would mean (indicate, suggest) L16, 19, 21
You mean then L22
(Yeah) I know what you mean L22; R7
What I (mean, meant) is L23
If I said that I didn't mean **to** L23
Do you mean to say L34, 36
Does that mean L36
Do you mean by that L36
What do you mean by L36

What do you mean a . . . ? *pot. off.* R4
This means L16, 19, 21

Meeting
Well, nice meeting you (again) C36

Mention
Perhaps I should mention L6
Not to mention the fact that L8
One should mention, of course *formal* L54, 55

Met
Have you met . . . C36

Mh-hmm
Mh-hmm C24

Might
I might (consider it) R8

Mind
To my mind O41
What (we, I) have in mind is O52, 54
What do you have in mind (with) L36
Yes but keep in mind L37
Keeping in mind L39
Mind you (though) L42, 44
I can't make up my mind R8, 10
It's slipped my mind R11
(Would, Do) you mind repeating that? R25, 26, 28, 30
I hope you don't mind but . . . C35

Minute
(Can you spare, Do you have) a minute? O3
Wait a minute *pot. off.* O5

Misunderstand
Don't misunderstand me (on this point) L23
You must have misunderstood me L24

Moment
May I interrupt for a moment? O2

Money
Not for all the money in the world *informal* R9

More
Personally, I'm more interested in O45
What's more L6, 8
I'd better not take up any more of your time C38

Most
The most important thing is O18
Most of the time L50, 52, 54, 55
In most cases L52
Most likely I would R8
Mostly L50, 52

Much
I'd really much rather L30
I'd much sooner L30
You're much too kind *formal* L39
Well, if it upsets you that much *pot. off.* L46

Must
You must have misunderstood me L24
We really must get together sometime C36
Excuse me, but I really must go C39

Need
All I really need is O48
I don't need L32
There's no need to . . . C39
Thanks, I needed that R31

Never
Never (in a million years) *informal* R9

Nevertheless
Nevertheless L42

News
I've got news for you! O21

Next
Next O14, 16

Nice
That's nice to hear R31
It's been nice talking to you C36
Well, nice meeting you (again) C36
It's been nice C39

No
No, I'm afraid not R3
No way *pot. off.* R6, 9
No, definitely not R14, 16
Oh no R20

Nonetheless
Nonetheless L42

Normally
Normally O20

Not
Believe it or not O20
Why not O49, 50, 55
Not to mention the fact that L8
Not only that but L8
Not quite R3

Now
Now (really) O8
Now be realistic *pot. off.* O24
Come on now *pot. off.* O26
Now that I think about it L45
Every now and then L50

Nuisance
What a nuisance R20

Nutshell
(To put it) in a nutshell L58, 60

Oddly
Oddly enough O20

Of
Of course O8
We are thinking of O52
There are exceptions, of course L54, 55
One should mention, of course L54, 55
An exception to that is, of course L54, 55
Not counting, of course L54, 55

Often
Every so often L50

Oh
Oh, thank you L39; R31
Oh, thanks L39; R31
Oh? R18
Oh no R20
Oh, my God *pot. off.* R20
Oh I'm glad you think so R31
Oh, I've got to see . . . C36

Okay
Okay, but L44
Okay R3, 24
Okay so far? R27
Right, okay C38

On
On the average O20
Right on! *informal* R6, 12, 14, 16
Come on *pot. off.* R6

Once
Once in a while L50

One
One way would be to O49, 55
One drawback is L38
Maybe just for this one time L46
One should mention, of course L54, 55
One exception is L54, 55
For one thing L56

Only
The only thing is O23
If only I had O48
Not only that but L8

Opinion
In my (personal) opinion O41, 42

Ordinarily
Ordinarily O2 ; L50, 52

Other
The other reason is O17
In other respects L6
In other words L22
(Yet, Yeah) on the other hand L42, 44; R7
If there's no other way L47

Ought
I guess I ought to get back C39

Out
Could you find out O6
I'm calling to find out O7
I was surprised to find out O22
Let me know how things work out C38

Over
I'll have to think it over R10

Owing
Owing to (this) L9

Own
If I had my own way O45
For my own part O45
It's your own fault *pot. off.* R21

Paid
Not even if you paid me *informal* R9

Pardon
Pardon me (for interrupting) but O2, 5
Pardon me O2
Pardon (me)? R25, 28, 30
(I) beg your pardon? R25, 30

Part
For my own part O45
I didn't catch that last part R26
I didn't (catch, get) the part about R28

Particularly
I don't particularly care for L30

Passed
This shouldn't be passed around, but O46

Past
In the past O51

People
Many people think (believe) L25, 26
Some people say (claim) L25

Perfectly
I'm perfectly satisfied with L32

Perhaps
Perhaps it's O34, 35
Perhaps you could O49, 50, 55
Perhaps I should mention L6
Well, perhaps in this case L46

Personally
I personally (believe, think, feel) O41, 42
Personally, I believe (think, feel) O41, 42
Personally, I'm more interested in O45

Pity
What a pity R20

Plan
(Our, My) plan is to O52, 54
What we plan to do is O52
I'm planning to O54
What I'm planning to do is O54

Please
Would you repeat that, please? R25, 30
Can you repeat that for me, please? R28
Would you excuse me, please? C35
Please stay C39

Pleasure
My pleasure C38

Plus
Plus the fact that L8

Point
I have a point here O5
(But) the point is O19; L5
On that point L2
That's just the point L5
Just a small point L6
In point of fact L26
To illustrate my point L56
This points to L16, 19, 21

Poor
Poor you R20

Positive
I'm (almost) positive O38, 39,

Possibility
Barring the possibility that *formal* L12

Possibly
Possibly, but L37, 38, 40

Posted
Keep me posted C38

Prefer
I'd prefer L30

Pretty
I'm pretty sure O38, 39

Primarily
Primarily O18

Probably
That probably is true, but L40
Probably I would R8
Probably not R9
That's probably right R12, 14, 16

Problem
(But) the (real) problem is O19; L38
This raises a problem L5
Here's the whole problem L5
But the problem with that is L5

Pulling
Are you pulling my leg? *informal* R12, 14, 16

Put
Let's put it this way L22; R22
Let me put it another way L23
(When, Since) you put it that way L45, 46
To put it in a nutshell L58
To put it into a few words L60
How shall I put it? R22

Question
May I ask a question? O4
I have a question O5
(But) the (real) question is O26; L5
This raises a question L5
Yes, but the question really is L38
That's a good question R22

Quite
Not quite R3

Raises
This raises a (problem, question) L5

Rather
I rather suspect O38
I'd (really) much (rather) L30

Read
If I read you right *informal* L22

Real
The real problem is O19
(But) the real question is O26; L5

Realistic
Now be realistic *pot. off.* O24
Let's be realistic O26

Reality
In reality (however) L25, 26

Realize
Do you realize that O20

Really
Now really O8
Do you really think (believe) O24; L34
All I really need is O48
What you're really saying is L22
What I really said is L24
I'd really much rather L30
I'm not really interested in L32
Yes, but the question really is L38
Do you really think so? L39; R31
Well, if you really insist L46
I'm really not sure R10
Really? R18, 24
I really should circulate *formal* C36
We really must get together sometime C36
I really appreciate your . . . C38
Excuse me, but I really must go C39

Reason
The main reason (problem, thing, etc.) is O17
The (other, last) reason is O17
(Still, And yet) another reason is O17
I have reason to believe *formal* O39
The (main) reason why L9
For this reason L9, 11
(This is, That's) the reason why L9

Refill
Excuse me, I'd like to refill my glass *formal* C36

Regarding
Regarding L2

Regards
Give my regards to . . . C36

Remember
As long as I can remember O51
If you remember L39
I (don't, can't) remember R11
Remembering L39

Reminds
That reminds me O30

Repeat
Would you repeat that, please? R25, 30
Can you repeat that for me, please? R28
(Would you, do you) mind repeating that? R25, 26, 28, 30

Rephrase
Let me rephrase what I just said L23

Respect
In that respect L2
In other respects L6

Result
As a result L10, 11

Return
To return to O4, 31
Returning to O32

Ridiculous
That's ridiculous *pot. off.* R4

Right
If I read you right *informal* L22
Well, I guess you're right L46

That's right R3, 18
Right R3, 24, 27
Right on! *informal* R6, 12, 14, 16
You're darn right *informal* R6
That's probably right R12, 14, 16
Is that right? R18
Serves you right *pot. off.* R21
Right, okay C38

Rule
As a (general) rule O20; L50, 52, 54, 55

Rumour
Rumour has it O46

Run
But in the long run L44
I have to run . . . C35

Rush
Sorry to rush off . . . C35

Said
In (the) light of what you've just said L5
Let me rephrase what I just said L23
If I said that I didn't mean to L23
That's not what I said (at all) *pot. off.* L24
What I really said is L24
Look let's get this straight, I said *pot. off.* L24
You said it R6

Same
All the same L42, 44

Satisfied
I'm perfectly satisfied with L32

Say
May I say something here? O4
I'd like to say something (here) O4, 5
I'd say O34, 35, 36; L53
They say O46
I hear they say O46
Maybe I shouldn't say this, but O46
What I'm trying to say is L23
Some people say (claim) L25
Are you serious when you say L34
Do you mean to say L34, 36
(How) kind of you to say that *formal* L39; R31
Well, anything you say L46
I'll say R4
You can say that again R4
I can't say yet R10
That's what I was going to say! R18
What I would say is . . . R22
(Could you) say that again R25, 30
Sorry, what did you say? R28
What you're (really) saying is L22
You're simply saying L22
What I'm saying is L23

Scheme
(Our, My) scheme is O52, 54

Second
The second (third, fourth) thing is O16
On second thought L45
Secondly O14, 17

See
You see O8
As I see it O43
Well let's see (now) L22; R22
I (can't, don't) see how L37, 38
I don't see any advantage in L38
So you see L58
I don't see it (that way) R7
Oh I've got to see . . . C36
Seeing (as how) L9, 11, 39
Well, seeing as how it's you L46

Seem
It may seem (like) L25
It seems (as if, like) L26

Serious
Are you serious when you say L34
Get serious *pot. off.* R6

Serves
Serves you right *pot. off.* R21

Shame
What a shame R20

Short
To make a long story short L58
So in short L58
In short L60

Show
Where? Show me R18

Simply
You're simply saying L22

Since
Ever since O51
Since L9
Since you put it that way L46

Sit
You'd better sit down O21
Are you sitting down? O21

Situation
In a situation like this L4
In this type of (a) situation L4
In such a situation L4

Slipped
It's slipped my mind R11

Small
Just a small point L6

So
So O10, 12; L10, 11, 58
So then O10, 12
Do you really think so? L39; R31
Even so L40, 42, 44
Even if that is so L40
That may be so, but L40
Well, if that's so L45
Every so often L50
So in short L58
So you see L58
So finally L58
I (don't) think so R8, 9, 12, 14, 16
I thought so R12, 14, 16
So do I R18
And so? R24
Okay so far? R27
Do you understand so far? R27
Oh, I'm glad you think so R31

Some
Some people say (claim) L25

Someday
Someday you'll learn *pot. off.* R21

Someone
I'd like to speak to someone about O7
May I talk to someone about O7

Something
May I add something? O4
May I say something here? O4
I'd like to say something (here) O4, 5
I just thought of something O30

Sometime
We really must get together sometime C36
We'll have to get together again sometime C39

Soon
As soon as L12

Sooner
I'd much sooner L30

Sorry
Sorry O2; R25, 28, 30
Sorry, but O4
I'm sorry I don't know R11
I'm sorry to hear that R20
Sorry, I don't follow you R26
Sorry, what did you say? R28
I'm sorry I didn't understand that R28
Sorry, I've got to go (to . . .) C35
Sorry to rush off . . . C35

Sound
It may sound strange (funny), but O20

Spare
Can you spare a minute? O3

Speak
I'd like to speak to someone about O7
Speaking (of, about) O30
Generally speaking L52, 54, 55

Special
Well, as a special favour to you L46

Stand
I can't stand *pot. off.* L30
What I can't stand is L30

Start
To start O14
Where should I start R22

Stay
Please stay C39

Still
Still another reason is O17
(But) still L40, 42, 44

Story
To make a long story short L58

Straight
Look let's get this straight, I said . . . *pot. off.* L24

Strange
It may sound strange (funny), but O20
Strangely enough O20, 22

Strongly
I strongly believe O40

Such
In such a situation L4

Suggest
I suggest you O49, 50, 55
This suggests L16, 19, 21

Suggestion
May I make a suggestion O50

Sum
To sum up L58, 60
Summing up L60

Summarize
To summarize L60

Supposedly
Supposedly L26

Sure
I'm pretty sure O38, 39
Sure, but L37, 38, 40, 44
I'm (really) not sure R3, 10, 11
I'm not too sure R10
That's for sure R4, 6, 7
Sure I would R8
I'm not sure I'm following you R26

Surface
On the surface it appears as if L25

Surprise
Surprise! O21
I was surprised to find out O22
I'm not surprised R12, 14, 16
The surprising thing is O20, 22
Surprisingly O20

Suspect
I (rather) suspect O37, 38, 39

Take
I can't take L30
I take it that O37
We take for granted that L26
Take for example L56
I'd better not take up any more of your time C38
Taking into account L39
Even taking that into account L40

Talk
Are you free to talk? O3
May I talk to someone about O7
I'm afraid I don't have time to talk C37
What were we talking about? O31
Well you've talked me into it L46
It's been (nice, good) talking to you C36, 37

Teach
That'll teach you *pot. off.* R21

Tell
Could you tell me O6, 7
To tell the truth O23
As far as I can tell O43
I'll tell you what we'll do O52
I couldn't tell you R11
What I've been telling you all along is *pot. off.* L24

Terrible
How terrible R20

Thank
Oh, thank you L39; R31
Thank you for . . . C38, 39
Oh, thanks L39; R31
Thanks, I needed that R31
Thanks for your time C37
Well, thanks for (calling, dropping by) C37, 39

That
I'd like to comment on that O4
I might add that O5
May I add that O5
May I make a comment on that? O5
After that O10, 12, 14, 16
Besides that O17
That reminds me O30
I take it that O37
They've found that O56
In that (respect, instance) L2
As far as that (goes, is concerned) L2
Where that is concerned *formal* L2
On that point L2
But the problem with that is L5
Not to mention the fact that L8
Plus the fact that L8
Not only that but L8
Barring the possibility that *formal* L12
I'll have to think about that L22; R22
If I said that I didn't mean to L23
We take for granted that L26
Isn't it true that L34
Why is it that L36
Does that mean L36
Do you mean by that L36
That would be great except L37, 40
(How) kind of you to say that *formal* L39; R31
Even if that is so L40
Even taking that into account L40
That may be so, but L40
That probably is true, but L40
In that case L45
Now that I think about it L45
(When, Since) you put it that way L45, 46
Well, if it upsets you that much L46
An exception to that is, of course L54, 55
Except that L54, 55
You can say that again R4
Don't give us that *pot. off.* R6
I don't see it that way R7
That doesn't fit R12, 14, 16
Is that right? R18
That must have been awful R20
I'm sorry to hear that R20
The best way I can answer that is . . . R22
What (is, was) that (again)? R25, 26, 28, 30
(Could you) say that again R25, 30
Would you repeat that, please? R25, 30
(Would, Do) you mind repeating that? R25, 26, 28, 30
I didn't catch that last part R26
I didn't get that *informal* R26
Is that clear? *pot. off.* R27
I'm sorry, I didn't understand that R28
Can you repeat that for me, please? R28
Thanks, I needed that R31
I think that about wraps it up C37
Don't worry about that C39

That'll
That'll teach you *pot. off.* R21

That's
That's just the point L5
That's (the reason) why L9
That's not what I said (at all) *pot. off.* L24
That's a good idea, but L37, 40
(Well) if that's so L45, 47
That's (probably) right R3, 12, 14, 16, 18
That's for sure R4, 6, 7
That's ridiculous *pot. off.* R4
That's (not) true R6, 7
That's me R12, 14, 16
I don't think that's fair R12, 14, 16
That's what I thought too R18
That's what I was going to say! R18
That's too bad R20
That's a good question R22
That's very kind of you R31; C39
That's nice to hear R31

Then
(So) then O10, 12, 14, 16
You mean then L22
But then again L44
Every now and then L50
And then? R24

There
There are exceptions, of course L54, 55
I agree with you there R7
You lost me there R26
If there's no (other way, alternative) L47
There's no need to . . . C39

Therefore
Therefore L10, 11

They
They say O46

Thing
As the last thing O14, 16
The (first, second, only) thing is O16, 23
Another thing is O16
The (main, most important) thing is O18
The (awful, surprising, funny) thing is O19, 20, 22
And another thing L6, 8
For one thing L56
(But) all things considered L39, 44
Let me know how things work out C38

Think
Do you really think (believe) O24; L34

I think O34, 35, 38, 39; L53
I think it is O36
I personally think O41, 42
Well let me think L22; R22
I'll have to think about that L22; R22
You may think L25
Many people think (believe) L25, 26
Do you honestly think (believe) *pot. off.* L34
Don't you think (say, agree) L34
Wouldn't you think (say, agree) L34
Why do you think L36
When you think L39
Do you really think so? L39; R31
Come to think of it L45
Now that I think about it L45
But think of L54, 55
Yes, but don't you think . . . R7
I think I would R8
I (don't) think so R8, 9, 12, 14, 16
I'll have to think it over R10
I don't think that's fair R12, 14, 16
Oh, I'm glad you think so R31
I think that about wraps it up C37
(We are, I'm) thinking of O52, 54

This
You (may not, won't) believe this, but O20, 21, 22
This is hard to believe, but O22
I understand this to be O43
This shouldn't be passed around, but O46
I wouldn't let this get out, but O46
Maybe I shouldn't say this, but O46
This brings up the following L5
This raises a (problem, question) L5
This is (the reason) why L9
This is a case of L16, 19, 21
This (points to, means, indicates, suggests) L16, 19, 21
This might, may, could) indicate L16, 19, 21
This does not include L54, 55
This can be interpreted to mean (indicate, suggest) L16, 19, 21
This would mean (indicate, suggest) L16, 19, 21

Though
Mind you, though L42

Thought
I just thought of something O30
On second thought L45
That's what I thought too R18
I thought so R12, 14, 16

Thus
Thus *formal* L10, 11

Time
By the time L12
I don't have the time to L32
Maybe just for this one time L46
Most of the time L50, 52, 54, 55
Time and again L50
From time to time L50
(Thanks, Thank you) for your time C37, 38
I'm afraid I don't have time to talk C37
I'd better not take up any more of your time C38

To
To start O14
To my mind O41

Together
We really must get together sometime C36
We'll have to get together again sometime C39
I hope we can get together again C39

Too
I'm not too sure R10
Me too R18

Traditionally
Traditionally O51

Trouble
The trouble is O19

True
Isn't it true that L34
That probably is true, but L40
That's (not) true R6, 7

Truth
To tell the truth O23
The truth of the matter is O26; L25
(However) in truth L25

Try
Try O49, 55
Excuse me, I'd like to try . . . C36
What I'm trying to say is L23

Twist
Well, if you twist my arm L46

Type
In this type of (a) situation L4

Typically
Typically O20; L52

Uh-huh
Uh-huh R24

Under
Well, under those circumstances L47

Understand
I understand this to be O43
As I understand it O44
If I understand you correctly L22
I don't understand why L36
Do you understand so far? R27
I'm sorry I didn't understand that R28
My understanding is O44

Undoubtedly
Undoubtedly O40

Unless
Unless L12

Up
This brings up the following L5
To make up for it L44
I can't make up my mind R8, 10

Upsets
Well, if it upsets you that much *pot. off.* L46

Use
I could use O48
I have no use for L32

Usually
Usually O20; L50, 52

Very
That's very kind of you L39; R31

View
In view of the fact L9, 11

Wait
Wait a minute *pot. off.* O5

Way
By the way O30
If I had my own way O45
One way would be to O49, 55
They've devised a way to O56
Let's put it this way L22; R22
Let me put it another way L23
Look at it this way L44
(When, Since) you put it that way L45, 46
If there's no other way L47
No way *pot. off.* R6, 9
I don't see it that way R7
The best way I can answer that is . . . R22

Welcome
You're welcome C38

Well
Well O8; R24
Well, uhm L22
Well, let's see (now) L22; R22
Well, let me think L22; R22
Well, if that's so L45
Well, I guess you're right L46
Well, you've talked me into it L46
Well, perhaps in this case L46
Well, if you really insist L46
Well, if it upsets you that much L46
Well, as a special favour to you L46
Well, if you twist my arm L46
Well, seeing as how it's you L46
Well, anything you say L46
Well, under those circumstances L47
Well, nice meeting you (again) C36
Well, thanks for calling C37
Well, thanks for dropping by C39

Were
If I were you, I would O49

What
Guess what! *informal* O21
Do you know what? O21
What were we talking about? O31
What I'm concerned with is O45
What we have in mind is O52
What we plan to do is O52
I'll tell you what we'll do O52
Here's what we'll do O52
What I have in mind is O54
What I'm planning to do is O54
In (the) light of what you've just said L5
What you're (really) saying is L22
(Yeah) I know what you mean L22; R7
What I (mean, meant) is L23
What I'm saying is L23
What I'm trying to say is L23
Let me rephrase what I just said L23
That's not what I said (at all) *pot. off.* L24
What I really said is L24
What I've been telling you all along is *pot. off.* L24
What I can't stand is L30
What do you mean by L36
What do you have in mind (with) L36
What I'm (worried, concerned) about is L38
What I'm afraid of is L38
What bothers me is L38
What I don't like is L38
But what about L54, 55
What do you mean a . . .? *pot. off.* R4
What! *pot. off.* R4
That's what I thought too R18
That's what I was going to say! R18
What a (pity, shame) R20
What a nuisance R20
What (else) did you expect? *pot. off.* R21
What I would say is . . . R22
What (is, was) that (again)? R25, 26, 28, 30
Sorry, what did you say? R28

What's
What's more L6, 8

When
When it comes to L2
If and when L12, 14
When L12, 14
Are you serious when you say L34
When you (think, consider) L39
When you put it that way L45

Whenever
Whenever L12, 14

Where
Where was I? O4, 31
Where . . . is concerned *formal* L2
Where? Show me R18
Where should I start R22

While
Once in a while L50

Whole
Here's the whole problem L5

Why
Why don't you O49, 50, 55; L34
Why not O49, 50, 55
The (main) reason why L9
That's (the reason) why L9
This is (the reason) why L9
I wonder why L34, 36

Why do you L34, 36
Can you explain why L36
I don't understand why L36
I keep wondering why L36
Why is it that L36
Why do you think L36

With
To begin with O10, 12, 14, 16
To be honest with you O24
Not everyone will agree with me, but O41, 42
What I'm concerned with is O45
I could (make) do with O48
But the problem with that is L5
I'm not concerned with L32
I'm perfectly satisfied with L32
With the exception of (that) L54, 55
Down with . . . *pot. off.* R6
I agree with you (there, but) R7
Are you with me? *informal* R27

Without
Without a doubt O40

Wonder
I wonder (why, if) L34, 36
I keep wondering why L36

Words
In other words L22
To put it into a few words L60

Work
Let me know how things work out C38

World
Not for all the money in the world *informal* R9

Worry
Don't worry about that C39
I'm not worried about L32
What I'm worried about is L38

Would
That would be great, except L37, 40
One way would be to O49, 55
If I were you, I would O49, 55
I would O50
This would mean (indicate, suggest) L16, 19, 21
Of course I would *pot. off.* R8
I certainly would R8
Most likely I would R8
(Sure, I think, Probably) I would R8
What I would say is . . . R22
Would you repeat that, please? R25, 30
Would you mind repeating that? R25, 26, 30
Would you excuse me, please? C35

Wouldn't
Wouldn't you (think, say, agree) L34
Wouldn't it be better L34
Wouldn't it be a good idea L34
I wouldn't let this get out, but O46

Wraps
I think that about wraps it up C37

Wrong
Don't get me wrong *informal* L23

Yeah
Yeah, I know what you mean R7
Yeah, on the other hand . . . R7
Yeah *informal* R24

Yes
Yes, but L37, 38, 40
Yes, but (consider, remember) L37
Yes, but don't forget L37, 40
Yes, but keep in mind L37
Yes, but the question really is L38
Yes R3, 24

Yet
And yet another reason is O17
Yet on the other hand L42
I don't know yet R10
I can't say yet R10

You'd
You'd better sit down O21

5. Answers

Page 3 1. stop 2. yield 3. school 4. square root 5. plus or minus 6. is greater than 7. is divided by 8. is not equal to 9. to infinity 10. centimetre 11. degrees Celsius 12. et cetera 13. post scriptum (Latin for *post-script),* or public school 14. United Nations 15. Member of Parliament 16. Bachelor of Science 17. post meridiem (Latin for *after noon)* 18. before Christ, or British Columbia 19. Registered Nurse 20. Doctor of Philosophy 21. Tuberculosis 22. Television 23. répondez s'il vous plaît (French for *please respond)* 24. Intelligence Quotient 25. Medical Doctor 26. I owe you (some money) 27. Master of Arts 28. Prisoner of War 29. Eastern Standard Time 30. cash on delivery 31. Alternating Current 32. horse power 33. revolutions per minute 34. Royal Canadian Mounted Police

Page 9 Scores: 10 – 20 you're a hopeless romantic
21 – 39 you have both romantic and realistic tendencies
40 – 50 you're a dry realist

Page 11 1. Tokyo 2. Neil Armstrong 3. The Amazon River

Page 27 1. 50 2. the right eye 3. $174.34. For a short cut, use the formula $FV = PV(1-1)^n$, where FV = future value, PV = present value, 1 = rate of inflation in decimal form (i.e. 10% = 0.1), and n = number of years: $\$500(1-0.1)^{10} = \$174.34$ 4. octahedron-cylinder-cube-pyramid

continued from page 40:

A SHOPPING TOUR

Levels 3-4, class, speaking, game, 20 minutes

For this activity a number of store managers, salesclerks, and officials are designated as well as two opposing teams of shopping families. Once the roles are assigned, all participants are given five minutes to think out, prepare, and discuss their roles, gambits, and specialized vocabulary. Then the families take turns throwing one die in order to proceed through the shopping mall. The family that gets to the ice cream parlour first is the winner. All participants are expected to use a natural flow of gambits in all encounters.

START
GO BACK! YOU LEFT YOUR WALLET AT HOME
1
PHARMACY
2
SHOES
3
UNISEX CLOTHING
4
you MEET A FRIEND...
5
GLASSES & CONTACTS
6
STORE FOR RENT
ADVANCE TO NEXT SHOP
7
TOBACCO STORE
8
FURNITURE STORE
9
GO BACK 2 SHOPS
WASH-ROOM FOR JOEY
YOU WERE "SHORT-CHANGED"
10
CAR DROW
12
SKY DIVING
13
REST AREA
...MISS ONE TURN....
14
POLITICIAN
15
ADVANCE TO BANK
16
BANK?
RIDES
17
BANK
18
TOYS
19
HEALTH FOODS
20
BOOKS
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